


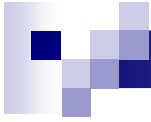


"Storytelling for Young Students" (ages Birth to 6)

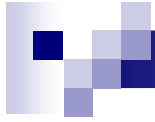
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&
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This workshop will focus on the foundational skills needed to promote pre-literacy and early literacy skills for deaf and hard of hearing children birth to six years of age. Hands on experiences, tips, modeling, and, question and answer opportunities will be provided.



We hope you will learn different strategies that may work for the child you are working with. Every child may need to try more than one strategy to achieve success.



The Plan



The Basics:

Strategies for birth to 6
children who are deaf and
hard of hearing



Positioning

- Take child's hearing loss and communication modality into account:
(Severe/profound, unilateral loss, mild/moderate)
 - ☐ ASL
 - ☐ Oral with sign support
 - ☐ Oral
- Do not let positioning detract from the pleasure/bonding of reading
 - ☐ **Side by Side**
 - ☐ **Child on Lap**
 - ☐ **Face to Face**
- Strategies to use to enhance communication
 - ☐ Eye level
 - ☐ Hold the child (who is not yet sitting on their own)
 - ☐ Lag time

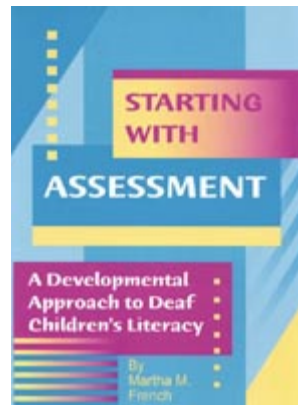


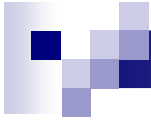
Positioning Considerations, continued

- ☐ Sign on book, sign on child
- ☐ Use body shifting
- ☐ Use book stand
- ☐ Use oversized books
- ☐ Use of auditory cues to gain visual attention
- ☐ Facial expression
- ☐ Hand puppets or gloves
- ☐ Modify position of the book as natural support to regain visual contact.

Literacy Development

- Components of Literacy, Martha M. French's Model





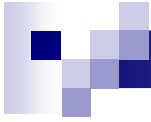
Literacy Development

- Literacy consists of multiple areas, development of literacy depends on the interdependence of components
- Components reflect a variety of learning: conceptual, procedural, and motivational



Components of Literacy

- *Communication*
- *Motivation*
- *Text Knowledge/comprehension strategies*
- *Applying Background Knowledge*
- Concepts about Print
- Types of Print in Writing
- Social Reinforcement in Writing and Reading
- Writing Development



Communicative Competence

- Use natural reinforcement to encourage early communication skills in infants:
 - ☐ Eye Contact
 - ☐ Joint Attention
 - ☐ Points
 - ☐ Vocabulary of people, places, verbs, and objects meaningful and important to baby



Communicative Competence

- **Enhance communicative skills in toddlers and kindergartners**
- **Vocabulary**
 - Enhance solid connections beyond labeling
- **Language Comprehension**
 - Repetition
 - Rephrasing
 - Information Talk
 - Create bonds between what the child already knows
- **Language Expression**
 - Language expansion
 - Increase response time



Motivation To Read

- Read to the child as soon as the child is born
 - ☐ Story telling
 - ☐ Nursery Rhymes
 - ☐ Singing
 - ☐ Conversations
 - ☐ Taking turns
- Make books easily accessible to a child in the home. (store them in different places in the house such as : living room, kitchen, bedroom, car and etc.)
- Be a role model, have child “catch” you in the act of reading Point out interesting pictures and talk about what you are reading
- Expose child to the different functions of reading and writing:
Functions of reading



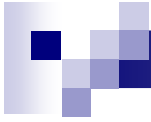
Motivation: Maintaining Attention

- Strategies for voice: Large voice, animated, intonated.
- Strategies for sign: “Large signs”, animated, intonated.
- Give the child a “job” to do
 - ☐ **Choose a book**
 - ☐ Hold the book
 - ☐ Turn pages
 - ☐ Tell the story
 - ☐ Build a language routine surrounding their job (e.g. turn the page) – this structure is also an excellent way to build in auditory- only cues.
- Looking and talking about the pictures is still “reading”, as it is talking about a single page or event.



Motivation: Follow the Lead of the Child

- Allow the child to choose the book
- Child may want to read the same book over and over
- Children will enjoy reading books on subjects that interest them and formats that maintain their attention
- Interest in reading heavily fueled by interest in material
 - Waiting room example
- Do not feel constricted by the book/text
 - ☐ You don't need to read the text word for word.
 - ☐ You don't need to read from start to finish
 - ☐ Allow the child to tell you the story (it may not be right but it's their story)



Motivation to Write

- Provide child with paper and writing utensils
- Expose child to different functions of writing and model their use
- Write/draw pictures of the child's experiences



Text Knowledge/Reading Comprehension

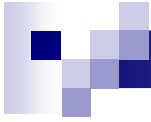
- Book handling skills
 - Sabotage
- Symbol Recognition (brand names, traffic)
- ABC skills
- Story re-tell, using pictures as support
- Comprehension questions (concrete – abstract)
- Story stretchers
 - Example of stretched stories
- Text-Self Connections



Text Knowledge/Reading Comprehension

- Word-Text connections
 - Fingerspelling sandwich
 - Auditory “sandwich”
- Use of manipulatives to increase comprehension
 - Puppets
 - Timeline
 - Pictures and/or symbols

Be cognizant of language mismatch



Background Knowledge

- Vicious Cycle
- Reverse the cycle: increased reading increases background knowledge



Concepts about Print

- Print has meanings
- Read left to right across the page
- We learned that print is consistence and permanent.
- Print is broken down – (words can be short or long)
- Print convey message



Conclusion / Reference